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ABSTRACT

This secondary unit of instruction on grooming for job interviews is one of sixteen Common Core Units in Business Education (CCUBE). The units were designed for implementing the sixteen common core competencies identified in the California Business Education Program Guide for Office and Distributive Education. Each competency-based unit is designed to facilitate personalized instruction and may include five types of materials: (1) a teacher's guide, which provides specific strategies for the units as well as suggestions for the use of the materials; (2) a student manual, which directs the student through the unit's activities and jobs and brings the student to the competency level for the unit; (3) working papers, which are consumable materials used in completing the jobs and activities described in the student manual; (4) pre/post tests and quizzes; and (5) suggested electronic media. A strategies manual and the California Business Education Program Guide and supplements are also available--see note. (LRA)

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GROOMING FOR YOUR JOB INTERVIEW

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COMMON CORE UNITS IN BUSINESS EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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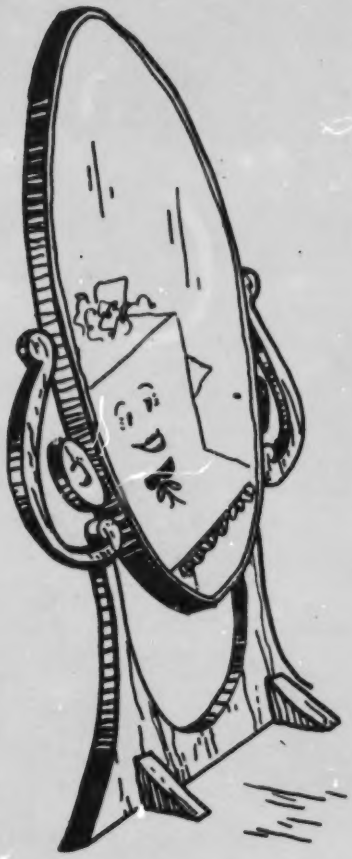
WOMEN'S GROOMING FOR THE

Job Interview



COMMON CORE UNITS IN BUSINESS EDUCATION

CE 027 591

Hi! My name is Jenny. I'm here to help you complete this unit of instruction.

You will be seeing me every time you are to listen to a slide/tape presentation or start a new activity.

Activity 1

YOUR PRE-TEST – YOUR first activity in this grooming unit will be to take a pre-test. It is very easy to do this. Just ask your teacher for Slide/Tape Presentation No. 1. Also, turn to Page 1, Activity 1, in your *Student Working Papers.* Read the information on Page 1 BEFORE YOU view the presentation.

YOU have just completed the pre-test for this unit. Now it's time for YOU to complete the remaining activities in the grooming unit. LET'S GET TO WORK!

This unit is divided into THREE SECTIONS.

SECTION 1 – YOUR PERSONAL GROOMING

This includes things like cosmetics, hair, wigs, nails, posture, figure control, and personal hygiene.

SECTION 2 – APPROACHING YOUR JOB INTERVIEW

This includes such things as filling out an employment application, selecting an entry-level job, and describing what grooming would be appropriate for that job.

SECTION 3 – PREPARING YOUR GROOMING BOOKLET

This includes things like choosing two outfits to wear on the job for which you apply in Section 2 of this unit, making a creative title page, a table of contents, and other related activities.

Section 1
YOUR PERSONAL GROOMING

Activity 2

PERSONAL GROOMING SURVEY – In order to get YOU thinking about YOUR personal grooming, please turn to Page 3 in your *Student Working Papers* and complete the Personal Grooming Survey.

How did your Personal Grooming Survey turn out? Are you already thinking of a plan for improving YOUR personal grooming?

A little later in this unit, you and your teacher will be sitting down to discuss a plan for improving YOUR personal grooming (none of us are PERFECT, you know).

REMEMBER

YOUR TEACHER KNOWS
WHAT GROOMING POLICIES
ARE FOLLOWED IN BUSINESS
TODAY.

YOU SHOULD BE AWARE
OF THOSE POLICIES TOO
SO THAT YOU WILL BE
WELL GROOMED FOR YOUR
FIRST JOB INTERVIEW

AND FOR YOUR FIRST JOB!

Do you remember what I said about appearing every time you are to watch a slide/tape presentation? Well, here I am again!

To help YOU understand some of the points of personal grooming that businessmen and women consider important in their employees.

REMEMBER

YOU
REPRESENT
THEIR
BUSINESS

ask your teacher for slide/tape Part 1.

YOU will now learn some important facts about your personal grooming – facts YOU should know before YOU apply for a job!

ALSO, please turn to *Page 7* in your *Student Working Papers*. I have left you some space there to take notes as you watch the slides.

NOW, LET'S GET TO WORK!

Activity 3

Slide/Tape Part 1

Now that you have viewed Part 1 of the grooming slide/tapes, ask your teacher which of the following projects you are to complete.

PROJECT 1 – USE OF A COSMETIC KIT

Ask your teacher for a cosmetic kit. This will be YOUR chance to experiment with makeup. You may try on too much makeup – like the young woman in the slides – just for fun. Then, you should use the makeup as you would if you were getting ready for a job interview. If you have your own makeup that you wear to school, bring it with you so that you can reapply it when you are finished with this project. Instructions for using the kit are inside.

PROJECT 2 – TRIP TO YOUR FAVORITE COSMETIC COUNTER

Talk with your friends or classmates or decide for yourself which store YOU will visit for some professional advice on the use of cosmetics. Ask your teacher for an official card of introduction before you do this. It looks something like this.

OFFICIAL INTRODUCTION CARD

**This is to introduce . . . . . ,
a student at . . . . . .High School,
who will appreciate your help with her skin care. Please
sign your name below to show that . . . . . has
been helped by you. THANK YOU FOR YOUR TIME
AND ASSISTANCE!**

_____

Signature of Cosmetician

Take this card with you when you visit the store of your choice. Ask the person who assists you to sign it as proof of your visit. SAVE THE CARD, as it will become part of the grooming booklet you will prepare for this unit.

PROJECT 3 – CONSULTATION WITH YOUR TEACHER

YOUR teacher will sit down with YOU for a private conference regarding your skin care and any special problems of personal grooming YOU should improve before you are ready for YOUR job interview.

When you have completed the projects recommended by your teacher, there is space provided on *Page 7* of your *Student Working Papers* for her or his signature as proof that you have satisfactorily completed the work for this activity.

BE SURE THIS IS DONE BEFORE YOU PROCEED ANY FURTHER IN THIS UNIT.

Activity 4

Slide/Tape Part 2

Hi! Here I am again! As I told you before, each time I appear, it's time for you to start another activity or slide/tape presentation.

Ask for Slide/Tape Part 2. Also, open your *Student Working Papers* to *Page 8* so that you can take any notes you may need.

After you have viewed and listened to this slide series, ask your teacher which of the following projects YOU are to complete.

PROJECT 1 – WHAT IS THE SHAPE OF YOUR FACE?

Your choice of hair style should be based on the shape of your face. If you choose one that compliments the shape of your face, it will look much better.

In order to complete this assignment, ask your teacher for a reference book that will show you the various face shapes *and* hair styles that go best with them.

After studying the face shapes, write down the one that is closest to YOUR face shape in the space provided on *Page 9* of your *Student Working Papers.*

REMEMBER: EVEN THOUGH HAIR STYLES CHANGE, AND THE STYLES YOU SEE IN THE REFERENCE BOOKS PROVIDED BY YOUR TEACHER MAY NOT BE THE "LATEST," THE PRINCIPLES OF FACE SHAPE AND HAIR STYLE CHANGE VERY LITTLE.

PROJECT 2 – WHAT IS THE BEST HAIR STYLE FOR YOU?

Using the same reference books as you did for Project 1 of this activity, based on YOUR face shape, describe at least two hair styles that would be best for you. One of these MUST be suitable for a job interview.

Write this information on *Page 9* of your *Student Working Papers.*

PROJECT 3 – HAVE YOU EVER TRIED ON A WIG?

For this project, do one of two things (or both if you would like to).

No. 1: Ask for permission to try on the wigs provided in YOUR own classroom (be sure and use a wig cap).

No. 2: Visit your favorite wig shop or wig counter in your favorite department store and try on some wigs.

THEN, answer the questions for this project on *Page 9* of your *Student Working Papers.*

NEXT, ask your teacher to sign his or her name in the space provided on *Page 10* of your *Student Working Papers.*

Activity 5

Slide/Tape Part 3

Yes, it is time for you to ask your teacher for another slide/tape presentation. Please ask for Part 3.

Also, please turn to *Page 11* in your *Student Working Papers.*

YOU ARE REALLY MOVING ALONG!!

After viewing and listening to Slide/Tape Part 3, ask your teacher for the fingernail kit which you will need to complete this activity. The instructions are inside the kit.

Also be sure and have your teacher sign in the space provided on *Page 12* of your *Student Working Papers* when you finish this activity.

Activity 6

Slide/Tape Part 4

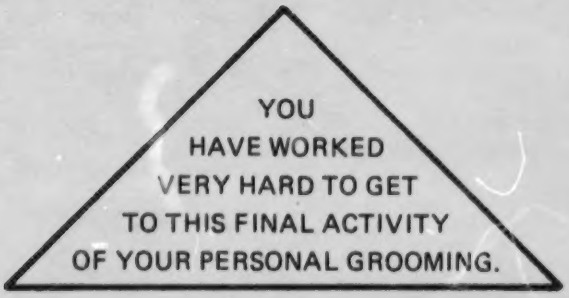
Hey! This is your last trip to the viewer for this unit! When you finish it, you will have only one more activity to complete for this section of the grooming unit.

Please ask your teacher for Slide/Tape Part 4. Also, turn to *Page 13* in your *Student Working Papers.* You are to take notes of the slide/tape presentation in *every* space provided.

Because this activity is different from any you have done so far in this unit, please take a look at your *Student Working Papers* BEFORE you begin viewing the slides. Then you will know what is coming and can think more about what you want to write in the space provided.

When you *finish* Slide/Tape Part 4, please turn to *Page 13* in this *Student Manual,* rather than your *Student Working Papers,* for further instructions for completing this final activity in Section 1.

HAVE FUN!



YOU have thought about each of the following as they relate to YOUR first job interview:

USE OF COSMETICS — FACE SHAPE — HAIR STYLE
USE OF WIGS — FIGURE CONTROL — CARE OF YOUR FINGERNAILS
POSTURE — YOUR PERSONAL HYGIENE — EXERCISE

NOW it is time for you to put your thoughts together and make up YOUR OWN personal grooming plan. What is a personal grooming plan? A personal grooming plan is YOUR idea of what YOU need to do to improve yourself BEFORE YOUR FIRST JOB INTERVIEW.

As you write YOUR plan, be sure and mention something about EACH point of personal grooming we have talked about in this unit – including the importance of WEARING A SMILE!

Just follow these EASY steps as you put YOUR plan together.

STEP 1: Read back through the notes you took on *Pages 7 through 14* in YOUR *Student Working Papers.*

STEP 2: Write a rough draft of your personal grooming plan. Mention the personal things you want to change about yourself in each area discussed. For example, I will let my fingernails grow, smile more, lose weight, and so on.

STEP 3: Have your teacher check your rough draft.

STEP 4: In your VERY BEST handwriting or typing , prepare the final copy of YOUR personal grooming plan. Be sure you spell correctly and write complete sentences.

STEP 5: SAVE this final copy of your personal grooming plan. You will include it with your grooming booklet, which is the last activity YOU will complete for this unit.

When you have completed this activity, turn to *Page 15* in this *Manual* and begin working on Section 2 – Approaching Your Job Interview.

Section 2
APPROACHING YOUR JOB INTERVIEW

Now that you have developed your own personal grooming plan of improvement before YOUR job interview, let's do something different!

Let's give some thought to how you would actually approach your job interview.

First of all, you would have to decide what kind of job you would like to apply for. When you finish the business skills program which is a part of this unit, there will be several jobs you could apply for. We call these "entry-level" jobs.

What in the world is an "entry-level" job? You might say it is the most basic job in a business using a particular set of skills. These jobs are usually put into two different groups: office occupations and distributive occupations.

What are office occupations and distributive occupations? Just keep on reading.

OFFICE OCCUPATIONS ..... These are jobs like a General Office Clerk or a Clerk-Typist or a Stenographer.

DISTRIBUTIVE OCCUPATIONS..... These are jobs like a Checker-Cashier-Bagger or a General Salesperson or a Service Station Attendant or a Waiter or a Waitress.

For a more complete description of these jobs, you will need to complete the first activity in this section of the grooming unit.

Activity 7

Choosing A Job For You

On Pages 16, 17 and 18 of this *Student Manual,* you will find a description of Office and Distributive Office Occupations.

Read the description for each job VERY carefully and select TWO that YOU might like to apply for when you graduate from high school, if not before.

THEN, on Page 15 of your *Student Working Papers,* copy the description of each of the jobs you selected.

REMEMBER

Use your best handwriting
when you copy the two
job descriptions
in the space
provided.

NOW, turn to *Page 15* in your *Student Working Papers* and begin this activity.

JOB DESCRIPTION – OFFICE OCCUPATIONS

GENERAL OFFICE CLERK

A General Office Clerk performs a variety of the following or similar clerical duties: Copies data and compiles records and reports; tabulates and posts data in record books. Computes wages, taxes, premiums, commissions, and payments. Records orders for merchandise or service. Gives information to and interviews customers, claimants, employees, and sales personnel. Receives, counts, and pays out cash. Prepares, issues, and sends out receipts, bills, policies, invoices, statements, and checks. Prepares stock inventory. Adjusts complaints. Operates office machines, such as typewriters, adding, calculating, and duplicating machines. Opens and routes incoming mail, answers correspondence, and prepares outgoing mail. May take dictation. May prepare payroll. May keep books. May purchase supplies. May be designated according to field of activity, such as Death-Claim Clerk (insurance); or according to location of employement, such as Airport Clerk (air transportation); Camp Clerk; Colliery Clerk (mining and quarrying).

CLERK-TYPIST

Performs general clerical work requiring the use of the typewriter in majority of duties; compiles and types reports, bills, application forms, shipping tickets, and other matter from clerical records. Files records and reports, posts information to records, sorts and distributes mail, answers telephone, and performs similar duties. Computes amount using adding machine. May be designated according to records typed, such as Trust-Remittance Clerk (banking); may type on or from specialized forms and be designated C.O.D. Biller; Storage-Receipt Poster; Waybill Clerk.

STENOGRAPHER

Takes dictation in shorthand of correspondence, reports, and other matter and transcribes dicated material, using typewriter. Performs variety of clerical duties (Clerk, General Office), except when working in stenographic pool. May transcribe material from sound recordings (Transcribing-Machine Operator). May perform stenographic duties in professional office and be designated as Legal Stenographer; Medical Stenographer; Technical Stenographer. May take dictation in foreign language and be known as Foreign-Language Stenographer. May be designated according to department in which employed, such as Police Stenographer (government service). May work for public stenographic service and be designated Public Stenographer.

JOB DESCRIPTION – DISTRIBUTIVE OCCUPATIONS

CHECKER-CASHIER-BAGGER

Itemizes and totals customer's purchases in self-service grocery or department store,using cash register. Reviews price sheets to note price changes. Records price on cash register. Collects money from customer and makes change. May stock shelves, weigh items, bag merchandise, and issue trading stamps. May be designated according to items checked, such as Grocery Checker.

Bags groceries in sack or carton and carries or pushes them in cart to customer's car. Collects shopping carts from parking areas and returns them to store. Replaces cleaning and wrapping supplies used at food checkout counter. Cleans work area and carries empty bottles and trash to storeroom. May price and stack food articles on shelves.

SALESPERSON, GENERAL

Sells variety of commodities in sales establishment. Displays merchandise, describes selling features to customer, and advises customer in making selection by explaining use of particular article or suggesting other articles. Prepares sales slip and receives payment for article. Replenishes supply of merchandise on display. May demonstrate use of merchandise. May examine defective article returned by customer to determine if refund or replacement should be made. May estimate quantity of merchandise required to fill customer's needs.

SERVICE STATION ATTENDANT

Services automobiles, buses, trucks, and other vehicles with fuel, lubricants, and accessories. Repairs or replaces tires. Replaces lights, and washes and waxes vehicle. Collects payment for services and supplies in cash or by completing credit card sales form. May sell batteries and automobile accessories usually found in service stations. May assist in arranging displays, taking inventories, and making daily reports.

WAITER-WAITRESS

Serves food to patrons at counters and tables of coffeeshops, lunchrooms, and other dining establishments where food service is informal. Presents menu, answers questions, and makes suggestions regarding food and service. Writes order on check or memorizes it. Relays order to kitchen and serves courses from kitchen and service bars. Observes guests to fulfill any additional request and to perceive when meal has been completed. Totals bill and accepts payment or refers patron to cashier. May ladle soup, toss salads, portion pies and desserts, brew coffee, and perform other services as determined by establishment's size and practices. May clear and reset counters or tables at conclusion of each course.

Activity 8

On-the-job Grooming Policies

In Activity 7, you selected two entry-level jobs that YOU might like to apply for when you graduate from high school, if not before.

For THIS activity, which begins on *Page 17* of your *Student Working Papers*, you will complete two steps.

Step 1: Of the two jobs you described in Activity 7, select the one you would most like to have.

Step 2: With this job in mind, describe the grooming policies you think would be acceptable on the job. Your answer should be based on what you learned in Section 1 of this unit, Your Personal Grooming.

NOW,
TURN
TO
PAGE 17
IN
YOUR
STUDENT WORKING PAPERS
AND BEGIN THIS ACTIVITY.

Activity 9

Your Job Application

Now that you understand the standards of grooming that are expected for the job you selected, let's go a step further.

Assume that YOU know of a job just like the one you selected in Activity 8. YOU are going to apply for that job!

Follow the steps listed below for this activity.

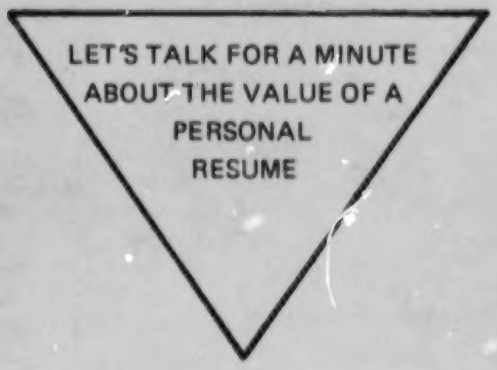
Step 1: Fill out a job application. Why fill out a job application when you are working on a grooming unit? Because you MUST learn to groom your job application as well as you groom yourself for the job interview.

A poorly groomed job application seldom earns the applicant a personal interview. But a well-groomed application usually does!

What is a well-groomed job application? It is neat, clean, and instructions have been well followed. For example, if the application tells you to print, you should print. If it tells you to use black ink, use black ink. Also, be sure your spelling is correct!

Step 2: Turn to *Page 18 and 19* in your *Student Working Papers* NOW and fill out the job application. Be sure and *read it completely* before you fill it out.

Step 3: Return to *Page 22* of this *Manual* for further instructions.



Although you will not prepare a personal resume for this unit, you will be learning more about how to prepare one later on in another unit. But there are a couple of things you should know about the importance of bringing your personal resume with you for YOUR job interview.

What is a personal resume? Well, briefly, it is a listing of your job qualifications. It includes items such as your past work experience, education, skills, and hobbies.

The best thing about providing the interviewer with YOUR resume is that he or she won't easily forget you. When an employer interviews 50 or more people for one job, the person who leaves a personal resume will be easy to remember. In this way, you will be a step ahead of your competition for the job.

Activity 10

Ready For Your Interview

GOOD FOR YOU! YOU have applied for a job – the same one you selected in Activity 8. YOU did a beautiful job of filling out your job application. And now, just now, you received a telephone call asking YOU to come in for a personal interview.

ARE YOU NERVOUS? Not at all, I'll bet. Because you are confident that YOU know how to prepare yourself for YOUR interview.

Just to be sure that you don't forget anything, turn to *Page 20* in your *Student Working Papers* and follow the steps listed below.

STEP 1: On scratch paper, list the grooming steps YOU will follow in getting ready for YOUR job interview. Be sure you include all of the points covered in Section 1 of this unit.

STEP 2: In your *Student Working Papers, Page 20,* write all of the steps you listed in Step 1 of this activity. Be sure you spell correctly and use your very best handwriting or typing. If you think you will need more space to write, use extra sheets of clean paper and attach them to your *Working Papers.*

NOW,
TURN
TO
PAGE 20 IN YOUR *STUDENT WORKING PAPERS.*

Section 3
PREPARING YOUR GROOMING BOOKLET

Activity 11
Let's Go Shopping

Hi! It's me again, Jenny. You've done a great job of progressing through this grooming unit. Now YOU are ALMOST FINISHED!

Before you get started on this final section of the grooming unit, there are a couple of things I want you to know.

1. It is a cold, hard fact that no matter how qualified you are for a job, if you do not make a good first impression, you probably won't get the job. And this goes for both your job application and your job interview.

   So be sure that YOU present a well-groomed appearance. If you do, you'll be ahead of your your competition from the very start!

2. In this final section of the grooming unit, YOU will do a little more thinking about how YOU will prepare yourself for YOUR job interview.

   YOU are going shopping – in current catalogs and magazines for two outfits. One outfit will be for your job interview. The other will be for your first day on YOUR new job!

3. Here is a list of supplies you will need as you complete this activity.

   (1) Scissors
   (2) Glue
   (3) Colored paper
   (4) Marking pens, coloring crayons, or colored pencils
   (5) Current catalogs or magazines on dress which include prices. Use these to find ideas for your creative title page too.
   (6) A typewriter, if you prefer, to describe the clothing you select and paste on your colored paper. Otherwise, use your neatest handwriting or printing.
   (7) A sales tax chart to figure tax on items of clothing you select. Or you can compute the sales tax mathematically. Your teacher will show you how to do this.
   (8) There may be other supplies not listed here which you will want to use. Please feel free to do so.
   (9) In order to get some ideas for completing this activity, ask your teacher for some sample units. Others students just like you have made these.
   (10) USE YOUR IMAGINATION AND HAVE FUN WITH THIS ACTIVITY!

4. BEFORE you begin this activity, for further instructions, please turn to *Page 21* in your *Student Working Papers.* You can do that NOW.

Activity 12
Your Post-Test

Can YOU believe it! THIS is your FINAL activity in the grooming unit!

YOU have learned a lot in this unit. Now you know how to get ready for your job interview. For example, you know you must do just as good a job preparing your job application as you do preparing *yourself* for your job interview! And in preparing yourself for your job interview, YOU know what steps to follow.

Remember the pre-test you took when you began this unit? Ask your teacher for that Slide/Tape Presentation again. Also, ask for a piece of lined paper on which you can write your answers.

Get these materials NOW. But keep this *Student Manual* open for further instructions.

When you have Slide/Tape Presentation No. 1 in front of you ready to view, turn to *Page 28* in this *Student Manual*.

Follow these easy steps in completing your post-test. As you write your final answers, be sure you spell correctly and write complete sentences.

STEP 1: List each of the points of personal grooming covered in Section 1 of this unit, Your Personal Grooming.

STEP 2: As you watch Slide/Tape Presentation No. 1 again, using the list you wrote down for Step 1 of this post-test, write each point of personal grooming that must be improved before this young woman has her job interview.

STEP 3: When you are sure you have mentioned all essential points of personal grooming, return the slide/tape presentation to your teacher.

STEP 4: Review your comments. Type or write them neatly in final form. Give your post-test to your teacher. Ask if you should take the Alternate Post-Test.

STEP 5: GIVE YOURSELF A BIG PAT ON THE BACK!

STEP 6: TAKE A BIG, DEEP BREATH. MAKE A BIG SIGH.

STEP 7: Give your completed grooming booklet to your teacher, along with your *Student Manual*.

STEP 8: SIT BACK AND RELAX FOR A BIT. YOU HAVE EARNED IT!

GROOMING FOR YOUR JOB INTERVIEW

Teacher's Guide

Instructions and suggestions are included here for each activity assigned in this unit. You should feel free to alter these to fit your own classroom and students. For example, you may not wish to include some of the activities, while you may add others of your own.

When you start a student on this activity, she should have a copy of the *Student Manual* and the *Student Working Papers*. You may wish to assign students in pairs so that they can help each other as they work through the unit.

As a student begins this unit, she should be aware that she will be using audio visual equipment. Let her know that she will be instructed in the unit when it is necessary to use this equipment.

—o0o—

Pretest: Supplies — scratch paper, audio visual equipment, Slide/Tape Presentation No. 1, pen or pencil. This is Activity 1.

The student is to evaluate the person being interviewed and list as many points for improvement needed as possible. It is unlikely that a student will discover *all* points listed below. The main purpose of the test is to get the student thinking about the relationship of grooming and the job.

After completing this pre-test, the student is to bring her paper to you for checking. Then she is to continue the unit — unless you specify otherwise.

ANSWERS TO PRE-TEST (You may think of some items not mentioned.)

1. Don't wear sunglasses.
2. Don't wear too much makeup.
3. Don't wear strong perfume or powder.
4. Use a good deodorant.
5. Wear a smile.
6. Be sure nails are carefully groomed — stay away from fad styles of polish if you use it.
7. Practice good posture, sitting *and* standing.
8. Wear appropriate, tasteful clothing.
9. Be careful how you sit.
10. Be sure your shoes are clean and polished.
11. Use a good mouthwash or breath mints or both.
12. Don't smoke during the interview.
13. Don't put your purse on the boss' desk — especially if it's a large one, as it sets up a psychological barrier between you and your interviewer.
14. Wear an appropriate hair style.
15. Be sure your hair is clean and neat.
16. Can you think of anything else?

Activity 2: Supplies – pen or pencil

Activity 3: Supplies – pen or pencil and Slide/Tape Part 1.

Project 1 – Use of a Cosmetic Kit: One kit for a class of 25-30 works just fine. You may feel that it is difficult to rotate students into using one kit, but field testing has proven otherwise. There are a few hints that will help you.

1. Have a special place in your room where the kit is checked in and out. Make sure students know they must inventory the kit when they check it in (though it is actually the next student checking it out who does this). In this way, there is very little loss of materials. It is a good idea to type up a list of what is included and paste it into the lid of the kit. And speaking of kits, a metal file box or a plain old shoe box makes a fine kit.

2. Visit your favorite cosmetic counters and ask for free samples for your kit, just to get started. Stores are usually very helpful in this way.

3. If you can budget about $50 to get started, you can make up a very nice kit. Try to include the following items (and take a student along to help you pick out these items): blusher (cream and powdered), eyeshadow, eyebrow pencil, mascara, facial cleansers, cotton balls or squares, lighted makeup mirror or regular mirrors.
   Take caution in instructing students in the use of these materials, especially the cleansers, as they may be allergic. Advise them to bring their own foundation products on the day they are to work with this kit so that they can "get back to normal" when they are finished.

4. It is a good idea to have a class demonstration of the materials in the cosmetic kit before actually letting students use it. Explain each item to be used, your check-in and checkout system, and your inventory method in keeping track of each item. This stimulates interest in their work and lets them know exactly what you expect of them.

5. Encourage a speaker to come to your class at about the same time you plan to start the grooming unit. Have the speaker discuss good skin care, use of cosmetics, and so on.

Project 2 – Trip to Your Favorite Cosmetic Counter: You will need to duplicate an introduction card similar to that in the *Student Manual,* Page 7. Consider doing the following if you include this project:

1. Role play with your students regarding how they should approach the clerk seeking help with their cosmetics. Be sure they understand what they should say and do in completing this project, including greeting the clerk, asking questions, and leaving graciously.

2. Contact several local businesses and identify clerks who would be willing to help your students. It would be smart to keep an official signature card in your files so that students know they cannot fake the signature and just pretend they were there.

3. If your student tells you she is under the care of a physician for her skin, it would be wise not to encourage completion of this project.

Project 3 – Consultation With Your Teacher – In an effort to increase student-teacher contact (in individualized instruction, the "good" students often get overlooked because they are able to work alone), this project has been included in this unit. Though you may not be able to have private consultation with every student, this will give you the opportunity you need to talk with students who obviously need help.

Activity 4: Supplies – pen or pencil and Slide/Tape Part 2

Project 1 – What is the Shape of Your Face? A couple of books which include a section on face shapes will be helpful here.

Project 2 – What is the Best Hair Style For You? The same reference books you used in Project 1 can be used here, too. This is another good place to bring in a speaker who can talk with the entire class and advise appropriate hair styles for them.

Project 3 – Have You Ever Tried on a Wig? – Kids really love this part of the grooming unit. Even though students of the age who will be using this unit do not usually wear wigs, they are fascinated by them. Also, many women in business today do wear them as a convenience when they cannot get their hair "ready for work". The following ideas will help you get this project started:

1. This is another good place to bring in a guest speaker. Have them demonstrate the proper way to put on a wig, take it off, put it on the wig head, and combing techniques.

2. Get a local beauty salon to donate a couple of wigs to start with. If you have a little money, buy two modern-looking wigs; up-to-date hairstyles. At the same time, buy several wig caps. These are worn under the wigs for hygienic purposes.

3. Buy a brush just for wigs. Let students know how to take care of your classroom wigs by demonstrating them.

Activity 5: Supplies – pen or pencil and Slide/Tape Part 3.

Your students will be asking you for a fingernail kit to use. The kit can be prepared in much the same way as you did for cosmetics, except that this will be easier. Students are happy to donate materials they are no longer using.

It is important to keep the same inventory control as you do in the cosmetic kit. If you have a little money, take a student with you and buy the following items to get you started: cotton balls, polish remover, base coat, nail hardener, several colors of polish, emery boards or a couple of good fingernail files, cuticle oil and remover, and anything else you can think of.

Activity 6: Supplies – pen or pencil and Slide/Tape Part 4.

Turn to page 13 of the *Student Manual* for more information on this activity.

Activity 7: Supplies – pen or pencil

You may wish to supplement this activity by making up a set of job descriptions for your locale that will be more meaningful to your students. You could, for example, name specific jobs in specific businesses. To go a step further, you could obtain job applications from the same businesses and use them in place of the application in Activity 9.

Activity 8: Supplies – pen or pencil

Activity 9: Supplies – pen

It would be smart to duplicate extra copies of the job application and have them available to students who make mistakes and need a second copy. You may also wish to set up mini interviews based on the job selected in this unit, as suggested in the Men's Grooming Teachers' Guide.

Activity 10: Supplies – pen or pencil and scratch paper

Activity 11: Supplies – pen or pencil and the list of items on Page 24 of the *Student Manual.*

Be prepared to answer item No. 2 of the *Student Working Papers,* Page 22. In order to be prepared to answer this question, you will need to prepare a list of jobs and corresponding salaries for your specific geographic area. An effort should be made to include jobs from business, industry, and government offices.

As it will be necessary for students to figure sales tax for this activity, you may wish to do a little class instruction instead of repeating the procedure over and over again, individually.

Activity 12: This is the Post-Test for this unit. Supplies – pen or pencil and lined paper and the Pre-Test Slide/Tape.

It is the goal of the Post-Test to have the student review all that has transpired in the unit and to recognize any points of grooming she may have missed in the Pre-Test.

You may wish to give your students an alternate Post-Test. If so, you may either choose from the ideas listed below or come up with something different.

1. Have your students come to school dressed for a job interview for the job selected in this unit.

2. Make up an objective test covering all topics dealt with in this unit, including items you may have added, such as nutrition, and excluding items you chose to leave out.

NOTE: Ideally, teachers using this unit should personalize it to their own city, school, and classroom. In so doing the teacher may choose not to include some of the activities and may include others in their place. For this reason, no specific objective tests have been included. Rather, it is hoped that the teacher will take this opportunity to make the unit fit their own tastes and the needs of their students.

In this unit, it is suggested that the teacher study the Guidance Sheets included in the Appendix of the *Teacher/Student Strategy Manual*. By using these Guidance Sheets, it is easy to alter the sequence of materials in the units and easy for students to understand their expected progression through the units.

You may find it convenient to gather information for face shapes, hair styles, etc., and make up a booklet which students can check out for those parts of the unit requiring such information. In this way, you would not have to purchase reference texts and could constantly update the materials through current catalogs and magazines, etc.

GRADING: The writer has purposely not suggested definitive styles of grading for this unit. However, you should set a minimum level of competency for your students to achieve. This will probably be rather subjective. Your minimum grade should reflect the student's ability to judge appropriate grooming standards for the job interview.

TIME LINES: In its present form, the *Women's Grooming Unit* takes the average student 15 days to complete. This is equal to 15 50-minute periods of instruction. Students should be cautioned not to spend too much time on any one activity, such as the kits and the booklet.

Activity 1

Your Pre-Test

This is the place where YOU will do most of your written work for this unit. Be sure YOU DO NOT WRITE in your *Student Manual,* as other students will be using it. You should write YOUR answers and comments in this *Student Working Papers* booklet only.

As you were told in your *Student Manual,* you should have in your hands the Slide/Tape Presentation No. 1. If you do not, please ask your teacher for it NOW.

While you are watching the first set of slides, make some notes on scratch paper. You will be asked to list as many points as you can think of that should be improved before this person takes a job interview.

After watching the slides, review your notes. Then, using the notes you made while you watched the slide/tape presentation, list as many points for improvement as you can think of on the following page.

NOW, LET'S GET TO WORK! With pen or pencil in hand, begin watching Slide/Tape Presentation No. 1.

After your teacher has checked your work and signed below in the space provided, please turn to *Page 2* in your *Student Manual* for further instructions.

_____

(Signature of Teacher or Aide)

Section 1
YOUR PERSONAL GROOMING

Activity 2
Personal Grooming Survey

No one but YOU and YOUR teacher will see this personal survey. So you can be completely honest with yourself.

When you have completed this activity, you will already be aware of some of YOUR personal points of grooming that could use some improvement before YOUR job interview.

REMEMBER – BE HONEST!

Put an X in the column that best describes *YOU*.

	Almost Always	Sometimes	Not as Often as I Should
1. Do you bathe at least once a day?			
2. Are you careful to use an effective deodorant, including powder for your feet (especially when you wear tennis shoes a lot)?			
3. Do you wash your hair regularly so that it doesn't look oily and stringy?			
4. Do you shave your legs and underarms regularly?			
5. Do you keep your fingernails and toenails carefully trimmed and filed, taking care of "snags" as they occur?			

	Almost Always	Sometimes	Not as Often as I Should
6. Are you careful to change underclothing every day, as well as your exterior clothing?			
7. Do you wear cosmetics that fit the occasion – not too heavy, not too light?			
8. Do you use a shampoo that keeps your hair free of dandruff and is not too drying for your hair?			
9. Are you careful to use a mouthwash before you leave the house each morning?			
10. Do you carry a pack of breath mints with you to school and/or the job?			
11. Do you have regular dental checkups – at least once a year?			
12. Are your fingernails neatly polished and cuticles oiled?			
13. When you bathe, are you careful to scrub those stubborn places, such as ears, elbows, and heels?			
14. Do you wash or clean your sweaters and coats regularly to keep them free of body odor?			
15. Do you keep your shoes bright and clean with polish or a good cleaning agent?			

	Almost Always	Sometimes	Not as Often as I Should
16. When you wear perfume or fragrant body powder, do you use just the right amount – not too heavy?			
17. Do you get plenty of sleep each night – at least eight hours?			
18. Do you watch your weight to that it stays within doctor's recommended limits?			
19. Do you eat a balanced diet at least five days a week?			
20. Do you exercise regularly – at least four days a week?			

Now that you have completed your personal survey, follow this self-rating formula to score yourself.

ALLOW YOURSELF *5 POINTS* FOR EACH X MARKED IN THE "ALMOST ALWAYS" COLUMN.

ALLOW YOURSELF *3 POINTS* FOR EACH X MARKED IN THE "SOMETIMES" COLUMN.

ALLOW YOURSELF *1 POINT* FOR EACH X MARKED IN THE "NOT AS OFTEN AS I SHOULD" COLUMN.

If you scored from 95 to 100, GIVE YOURSELF A BIG PAT ON THE BACK!

If you scored from 94 to 90, DON'T GIVE YOURSELF A PAT ON THE BACK!

If you scored from 84 to 89, BETTER TAKE A GOOD, CLOSE LOOK AT THOSE AREAS OF THE SURVEY THAT CAUSED YOUR SCORE TO BE SO LOW!

REMEMBER

DON'T
BE
A
DO-IT-TOMORROWER!

Begin RIGHT THIS MINUTE thinking of ways in which YOU will improve YOUR personal grooming. Then, when the time comes for YOUR job interview, YOU will be ready to accept when your boss says, *"YOU'RE HIRED!"*

NOW, please turn to *Page 4* of your *Student Manual* for further instructions.

Activity 3

Slide/Tape Part 1

Take any notes you wish here. After you view and listen to this presentation, turn to *Page 6* in your *Student Manual* for further instructions.

_____ has satisfactorily completed the projects recommended by me for Activity 3.

_____
(Signature of Your Teacher)

NOW YOU CAN TURN TO *PAGE 9* IN YOUR *STUDENT MANUAL* FOR FURTHER INSTRUCTION.

Activity 4

Slide/Tape Part 2

Take any notes you wish here. HAVE FUN!

As you write your answers for this Activity, be sure your spelling is correct and that you write complete sentences. Think your answers through very carefully before you write them here.

PROJECT 1 WHAT IS THE SHAPE OF YOUR FACE?

PROJECT 2 WHAT IS THE BEST HAIR STYLE FOR YOU?

PROJECT 3 HAVE YOU EVER TRIED ON A WIG?

Question 1: Did you try on wigs in class or did you go to a wig shop?

Question 2: What did you like best about trying on wigs?

Question 3: Do you think you would like to have a wig of your own? Why?

Question 4: What style of wig would you buy for yourself if you wanted one?

Question 5: Is that a good style for the shape of your face?

_____ has satisfactorily completed the projects for Activity 4.

_____
(Signature of Your Teacher)

NOW, PLEASE TURN TO *PAGE 11* IN YOUR *STUDENT MANUAL.*

Activity 5

Slide/ Tape Part 3

Take any notes you need to here.

Now that you have finished the slide/tape presentation, please turn to *Page 11* in your *Student Manual* for further instructions.

_____ has satisfactorily completed the project(s) for Activity 5.

_____
(Signature of Your Teacher)

CAN YOU BELIEVE IT –
THERE IS ONLY ONE MORE
ACTIVITY FOR THIS SECTION
OF THE GROOMING UNIT!

NOW, please turn to *Page 12* in your *Student Manual*.

Activity 6

Slide/Tape Part 4

Make your notes here for Activity 6.

DRESS: What outfit do YOU have in YOUR closet NOW that YOU could wear for a job interview?

POSTURE: What is there about YOUR posture that you would like to improve before YOUR job interview?

FIGURE CONTROL: What is there about YOUR figure that should be improved before YOUR job interview? Are you too slim or not so slim?

EXERCISE: Do you have a regular exercise schedule? What do you do? If not, what SHOULD you be doing?

Continue taking your notes here.

DIET: Do you eat regular, balanced meals? Describe one.

Is your weight within prescribed limits?

PERSONAL HYGIENE: Comment on each of the following as they apply to you.

Do YOU bathe regularly?

Do YOU use an EFFECTIVE deodorant? How often?

Do YOU use an EFFECTIVE mouthwash? How often?

Do YOU carry breath mints most of the time and use them?

Do YOU keep your clothing clean and fresh and free of stains?

NOW IT'S TIME TO RETURN THIS SLIDE/TAPE PRESENTATION TO YOUR TEACHER AND BEGIN THE FINAL PORTION OF ACTIVITY 6.

PLEASE TURN TO *PAGE 13* IN YOUR *STUDENT MANUAL* FOR FURTHER INSTRUCTIONS.

Section 2
APPROACHING YOUR JOB INTERVIEW

Activity 7

Choosing A JobForYou

In the space provided on this page and the next, use your best handwriting and copy the job description for the two entry-level jobs you would MOST like to apply for. You will find these descriptions on Pages 16, 17, and 18 of your *Student Manual*.

JOB TITLE NO. 1: _____

DESCRIPTION: _____

_____

_____

_____

_____

_____

_____

JOB TITLE NO. 2: _____

DESCRIPTION: _____

NOW, please turn to *Page 20* in your *Student Manual* for further instructions.

Activity-8

On-the-job Grooming Policies

In the space provided below, follow the steps on *Page 19* of your *Student Manual*.

You may wish to make a rough draft of your thoughts before entering them here. Be sure you spell correctly and write complete sentences.

JOB TITLE: _____

ACCEPTABLE GROOMING POLICIES: _____

NOW, PLEASE TURN TO *PAGE 21* IN YOUR *STUDENT MANUAL* FOR FURTHER INSTRUCTION.

EMPLOYMENT APPLICATION

GA 232 (5-74)

DISCRIMINATION BECAUSE OF RACE, COLOR, RELIGION, SEX, AGE OR NATIONAL ORIGIN IS PROHIBITED. YOU MAY NOTIFY THE GOVERNMENTAL AGENCIES REFERRED TO ON THE BULLETIN BOARD OF THIS EMPLOYMENT OFFICE IF YOU BELIEVE YOU HAVE BEEN DISCRIMINATED AGAINST.

PACIFIC TELEPHONE
AN EQUAL OPPORTUNITY EMPLOYER

PERSONAL DATA — PLEASE PRINT

SAMPLE

Date _____ City _____

Last Name _____ First _____ Middle _____ Social Security Number _____ * Date of Birth _____

*The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 65 years of age.

Residence Address: _____ Number and Street _____ City _____ State _____ Apt. # _____ Zip Code _____ Telephone or Can Be Reached No. _____

EDUCATION & TRAINING

	NAME OF SCHOOL	CITY AND STATE	MAJOR SUBJECTS STUDIED	Dates Attended From Mo. Yr.	To Mo. Yr.	Year Completed / Units Completed	Qtr.	Sem.
High School								
Jr. College							☐	☐
College							☐	☐
Other							☐	☐

Degree Received _____ Name under which attended school, if different _____

EMPLOYMENT HISTORY

List most recent employer first. Include any Telephone Companies. List permanent, part-time and summer jobs.

Are you presently employed? Yes ☐ No ☐

Company	Description of Job Duties	Date Employed Mo. Year	Date Left Mo. Year	Salary	# Hours Per Week
Name _____ Street Address _____ City _____ State _____ Zip _____ Tel. No. _____ Reason for leaving _____					
Name _____ Street Address _____ City _____ State _____ Zip _____ Tel. No. _____ Reason for leaving _____					
Name _____ Street Address _____ City _____ State _____ Zip _____ Tel. No. _____ Reason for leaving _____					

Name under which employed if different _____

Name under which employed if different _____

Name under which employed if different _____

PLEASE FILL OUT REVERSE SIDE OF FORM

EMPLOYMENT HISTORY (CONT.)

Company	Description of Job Duties	Date Employed Mo. Year	Date Left Mo. Year	Salary	# Hours Per Week
Name					
Street Address					
City State Zip Tel. No.					
Reason for leaving					
Name under which employed if different					
Name	Tel. No.				
Street Address					
City State Zip					
Reason for leaving					
Name under which employed if different					
Name					
Street Address					
City State Zip Tel. No.					
Reason for leaving					
Name under which employed if different					

MILITARY RECORD – UNITED STATES ARMED FORCES

Have you ever served in the U. S. Military? Yes ☐ No ☐

Entered Mo. – Yr.	Discharged Mo. – Yr.	Branch of Service	Description of Duties	Special Training	Type of Discharge

Were you released from active duty within the past 48 months? Yes ☐ No ☐

Are you entitled to disability compensation under the laws administered by the U.S. Veterans' Administration for a disability rated at 30% or more?* Yes ☐ No ☐

Were you discharged or released from active duty in the military service of the United States because of a disability incurred or aggravated in the line of duty? * Yes ☐ No ☐

*Regulations of the U.S. Department of Labor require certain government contractors to report on the hiring of disabled veterans and veterans of the Vietnam era.

CONVICTION RECORD

Have you ever been convicted of any violation of the Law? (Exclude Traffic Violations) Yes ☐ No ☐ If "yes," give details of each conviction in this section below.

OFFENSE	DATE	CITY AND STATE	DISPOSITION

THE TELEPHONE COMPANY HAS AN OBLIGATION TO ITS CUSTOMERS TO EMPLOY PEOPLE WHO WILL MAINTAIN THE SECURITY OF ITS SERVICE AND MAINTAIN PUBLIC CONFIDENCE. TO ACHIEVE THESE OBJECTIVES THE COMPANY MAY CONDUCT INVESTIGATIONS ON INFORMATION LISTED ON ALL APPLICATION FORMS, I.E., THIS FORM AND ANY OTHER FORMS YOU COMPLETE DURING THE EMPLOYMENT PROCESS. BY SIGNING THIS APPLICATION YOU AUTHORIZE THE COMPANY TO MAKE THESE INVESTIGATIONS AND YOU INDICATE YOUR AWARENESS THAT FALSE STATEMENTS OR FAILURES TO DISCLOSE INFORMATION ON ANY OF THE FORMS YOU COMPLETE DURING THE EMPLOYMENT PROCESS MAY BE SUFFICIENT TO DISQUALIFY YOU FOR EMPLOYMENT, OR IF EMPLOYED, MAY RESULT IN YOUR DISMISSAL.

Signed 55

Activity 10

Ready For Your Interview

If you think you need to, be sure and list your grooming steps on scratch paper before entering your comments on this page.

CONGRATULATIONS! YOU have completed Section 2 of this grooming unit. Now, please turn to *Page 25* in your *Student Manual* for further instructions.

Section 3
PREPARING YOUR GROOMING BOOKLET

Activity 11
Let'sGo Shopping

YOU ARE GOING TO ENJOY PREPARING YOUR GROOMING BOOKLET!

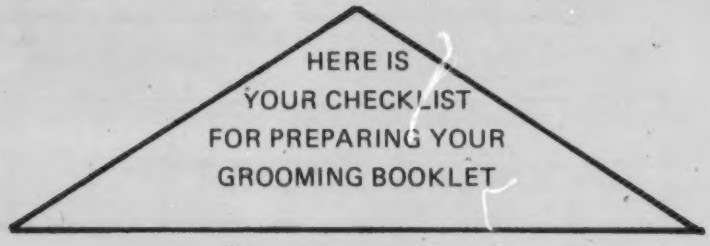
Your Grooming Booklet will be graded on the following:

NEATNESS COMPLETENESS ABILITY TO FOLLOW DIRECTIONS
CREATIVITY SPELLING QUALITY OF CONTENT

You will find a checklist on *Page 22* of this booklet. You may complete the different parts of YOUR Grooming Booklet in *any order you wish*. But be sure and use the checklist to be certain you have included everything required.

When you have finished your Grooming Booklet, put it in the *same order* as the checklist. In other words, title page first, table of contents next, etc.

By the way, the table of contents should be completed last. It's easier that way.



Put a CHECKMARK beside each item as you complete it.

____ 1. Make a CREATIVE title page. Use cutouts of magazines, your own artwork, colored pencils or pens or crayons, or the typewriter. Be sure you include your name and the current date on this page.

____ 2. Cut out two outfits and paste them on paper (colored paper if you like). Select exterior clothing only. Include accessories such as jewelry, shoes, and a purse.

The total cost of these clothes and accessories must be NO MORE than 50% of your first paycheck. How do you decide that?

Ask your teacher to estimate this based on the job you applied for in Section 2 of this unit, Approaching Your Job Interview.

Describe each item of clothing you "buy" on the page on which you paste it.

On *Page 23* of these working papers, a form is provided where you are to list the item and price for everything you "purchase." There is also a place for sales tax and your final total. Before you start pasting your outfits, you had better be sure they do not exceed the amount you were told you could spend (50% of your first paycheck).

____ 3. Cut out two creative ideas related to grooming to include in your booklet. For example, the importance of being on time could be a picture of a clock. Or the importance of smiling could be a bunch of people smiling.

____ 4. If a typewriter is available, use it to make your Table of Contents. If you would like to see an example of a Table of Contents, ask your teacher for a reference book.

____ 5. Include your Personal Grooming Plan from Section 1 of this unit.

____ 6. Include your Official Introduction Card from Section 1 of this unit.

____ 7. Staple your *Student Working Papers* to the back of your Grooming Booklet.

NOW, please turn to *Page 27* in your *Student Manual* for final instructions.

This is the form you will use as you list each item you "purchase" for this activity.

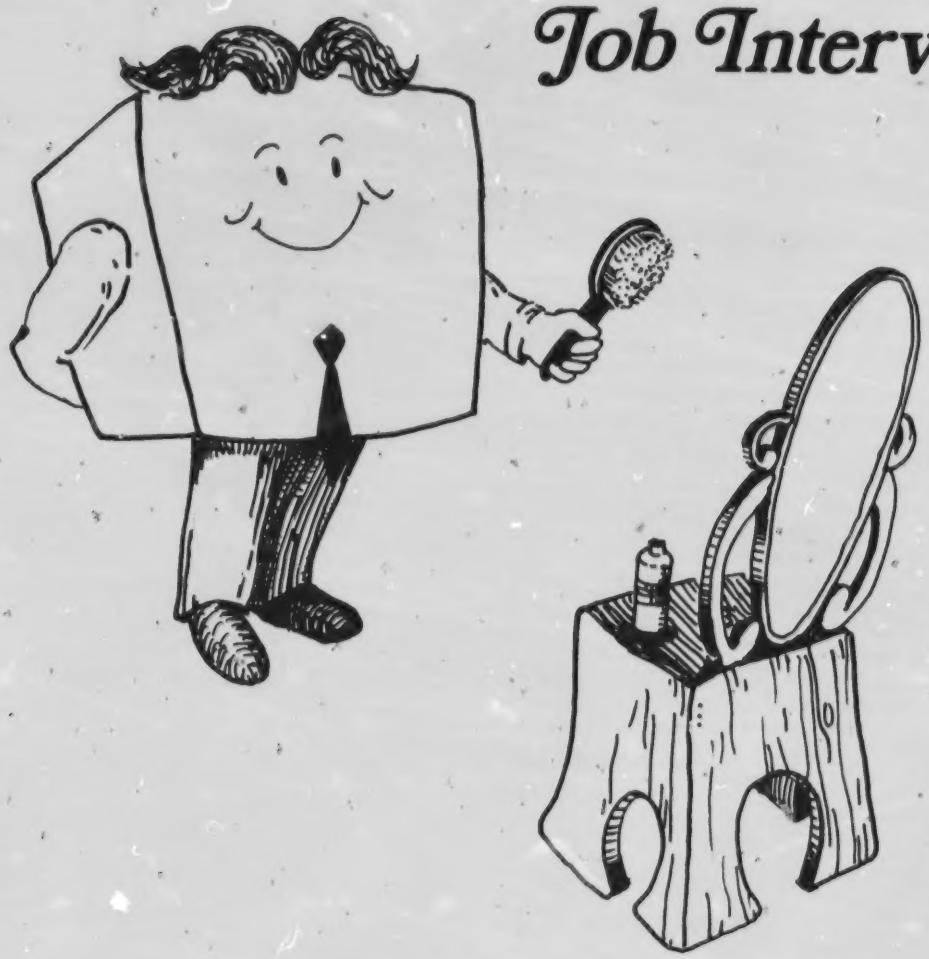
ITEM	PRICE

Subtotal _____

Sales Tax _____

Total Purchase _____

MEN'S GROOMING FOR THE *Job Interview*



CUBE

COMMON CORE UNITS IN BUSINESS EDUCATION

GROOMING FOR YOUR JOB INTERVIEW

MEN

Written by

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ACKNOWLEDGEMENTS

Jim Day, Payless Drugs
Links Mens Wear

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Section 1
YOUR PRE-TEST

YOUR first activity in this mens grooming unit will be to take a pre-test. This is very easy to do.

Just ask your teacher for the Pre-test Slide/Tape for this Unit.

ALSO, turn to Page 1, Section 1, in your *Student Working Papers.* Read the information there BEFORE you view the pre-test slides.

When you have finished your pre-test, YOU will be returning to Page 2 of this booklet for further instructions.

YOU have just completed the pre-test for this unit. Now it's time for you to complete the remaining activities for mens grooming.

There are three remaining sections YOU will complete.

SECTION 2 – GETTING READY FOR YOUR JOB INTERVIEW

This includes things like selecting an entry-level job, discussing the grooming policies that would be acceptable for that job, filling out a job application, visiting a men's clothing store, learning to tie a tie, and the importance of a good, solid handshake.

SECTION 3 – YOUR PERSONAL GROOMING

This includes things like a personal grooming survey and some thoughts about personal hygiene.

SECTION 4 – YOUR POST-TEST

This speaks for itself.

Section 2
GETTING READY FOR YOUR JOB INTERVIEW

To get started with this section, ask your teacher for Slide/Tape Part 1 for mens grooming.

This presentation will get you started thinking about some important considerations in getting ready for YOUR job interview.

When you have finished the slide/tape, return it to your teacher and turn to Page 4 of this *Manual* for further information.

Let's be realistic! Before you get all dressed for YOUR job interview, YOU will know exactly what job you are applying for. Right? So pick a job you could apply for when you finish your business skills. This is called an *"entry-level"* job.

What in the world is an *"entry-level"* job? It is the most basic job in a business using a certain set of skills. These jobs are usually put into two different groups: office jobs (or occupations) and distributive jobs (or occupations).

What are office occupations and distributive occupations? Just keep on reading.

OFFICE OCCUPATIONS (JOBS):

These are jobs like a General Office Clerk or a Clerk-Typist or a Stenographer.

DISTRIBUTIVE OCCUPATIONS (JOBS):

There are jobs like a Checker/Cashier/Bagger or a General Salesperson or a Service Station Attendant or a Waiter or a Waitress.

For a more complete description of these jobs, you will need to complete the first activity in this section of the mens grooming unit.

Activity 1

Choosing A Job For You

On Pages 6, 7, and 8 of this *Student Manual*, you will find a description of Office and Distributive Occupations (Jobs). Be sure and ask your teacher if there are more jobs you can choose from.

Read the description for each job VERY carefully and choose TWO that YOU might like to apply for when you graduate from high school, if not before.

Next, on Page 3 of your *Student Working Papers*, copy the description of each of the jobs you selected.

REMEMBER: Use your best handwriting when you copy the two job descriptions in the space provided in your *Student Working Papers*.

JOB DESCRIPTION – OFFICE OCCUPATIONS

GENERAL OFFICE CLERK

A General Office Clerk performs a variety of the following or similar clerical duties: Copies data and compiles records and reports; tabulates and posts data in record books. Computes wages, taxes, premiums, commissions, and payments. Records orders for merchandise or service. Gives information to and interviews customers, claimants, employees, and sales personnel. Receives, counts, and pays out cash. Prepares, issues, and sends out receipts, bills, policies, invoices, statements, and checks. Prepares stock inventory. Adjusts complaints. Operates office machines, such as typewriter, adding, calculating, and duplicating machines. Opens and routes incoming mail, answers correspondence, and prepares outgoing mail. May take dictation. May prepare payroll. May keep books. May purchase supplies. May be designated according to field of activity, such as Death-Claim Clerk (insurance); or according to location of employment, such as Airport Clerk (air transportation); Camp Clerk; Colliery Clerk (mining and quarrying).

CLERK-TYPIST

Performs general clerical work requiring the use of the typewriter in majority of duties; compiles and types reports, bills, application forms, shipping tickets, and other matter from clerical records. Files records and reports, posts information to records, sorts and distributes mail, answers telephone and performs similar duties. Computes amount using adding machine. May be designated according to records typed, such as Trust-Remittance Clerk (banking); may type on or from specialized forms and be designated C.O.D. Biller; Storage-Receipt Poster; Waybill Clerk.

STENOGRAPHER

Takes dictation in shorthand of correspo dence, reports, and other matter and transcribes dictated material, using typewriter. Performs variety of clerical duties (Clerk, General Office), except when working in stenographic pool. May transcribe material from sound recordings (Transcribing-Machine Operator). May perform stenographic duties in professional office and be designated as Legal Stenographer; Medical Stenographer; Technical Stenographer. May take dictation in foreign language and be known as Foreign-Language Stenographer. May be designated according to department in which employed, such as Police Stenographer (government service). May work for public stenographic service and be designated Public Stenographer.

JOB DESCRIPTION -- DISTRIBUTIVE OCCUPATIONS

CHECKER-CASHIER-BAGGER

Itemizes and totals customer's purchases in self-service grocery or department store, using cash register. Reviews price sheets to note price changes. Records price on cash register. Collects money from customer and makes change. May stock shelves, weigh items, bag merchandise, and issue trading stamps. May be designated according to items checked, such as Grocery Checker.

Bags groceries in sack or carton and carries or pushes them in cart to customer's car. Collects shopping carts from parking areas and returns them to store. Replaces cleaning and wrapping supplies used at food checkout counter. Cleans work area and carries empty bottles and trash to storeroom. May price and stack food articles on shelves.

SALESPERSON, GENERAL

Sells variety of commodities in sales establishment. Displays merchandise, describes selling features to customer, and advises customer in making selection by explaining use of particular article or suggesting other articles. Prepares sales slip and receives payment for article. Replenishes supply of merchandise on display. May demonstrate use of merchandise. May examine defective article returned by customer to determine if refund or replacement should be made. May estimate quantity of merchandise required to fill customer's need.

SERVICE STATION ATTENDANT

Services automobiles, buses, trucks, and other vehicles with fuel, lubricants, and accessories. Repairs or replaces tires. Replaces lights, and waxes and washes vehicle. Collects payment for services and supplies in cash or by completing credit card sales form. May sell batteries and automobile accessories usually found in service stations. May assist in arranging displays, taking inventories, and making daily reports.

WAITER-WAITRESS

Serves food to patrons at counters and tables of coffeeshops, lunchrooms, and other dining establishments where food service is informal. Presents menu, answers questions, and makes suggestions regarding food and service. Writes order on check or memorizes it. Relays order to kitchen and serves courses from kitchen and service bars. Observes guests to fulfill any additional request and to perceive when meal has been completed. Totals bill and accepts payment or refers patron to cashier. May ladle soup, toss salads, portion pies and desserts, brew coffee, and perform other services as determined by establishment's size and practices. May clear and reset counters or tables at conclusion of each course.

Activity 2

On-the-job Grooming Policies

In Activity 1, YOU selected two entry-level jobs that YOU might like to apply for when you graduate from high school, if not before.

For THIS activity, which begins on Page 5 of your *Student Working Papers,* you will complete two steps.

STEP 1:	Of the two jobs YOU described in Activity 1, select the one you would MOST like to have.

STEP 2:	With this job in mind, describe the grooming policies you think would be acceptable on the job. If you are not sure, ask your teacher.

NOW,
TURN
TO
PAGE 5
IN
YOUR
STUDENT WORKING PAPERS
AND BEGIN THIS ACTIVITY.

Activity 3

Your Job Application

You have selected an entry-level job. You understand the standards of grooming that are expected for that job. Now, let's go a step further.

Assume that YOU know of a job just like the one YOU selected in Activity 2. YOU are going to apply for that job!

Follow the steps listed below for this activity.

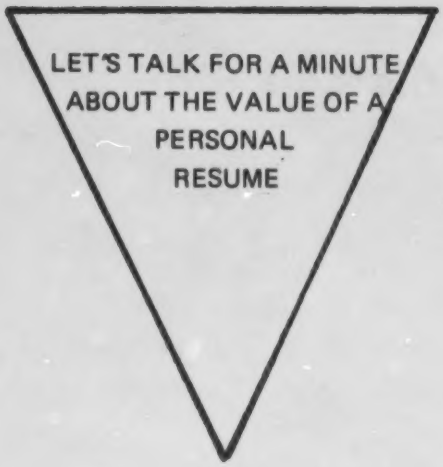
STEP 1: Fill out a job application. Why fill out a job application when you are working on a grooming unit? Because you MUST learn to groom your job application as well as you groom yourself for the job interview.

A poorly groomed job application seldom earns the applicant a personal interview. But a well-groomed application usually does!

What is a well-groomed job application? It is neat, clean, and instructions have been well followed. For example, if the application tells you to print, you should print. If it tells you to use black ink, use black ink. Also, be sure your spelling is correct!

STEP 2: Turn to Page 6 and 7 in your *Student Working Papers* and fill out the job application. Be sure and *read it completely before* you fill it out.

When you finish this activity, return to Page 11 of this *Manual* for further information.



Although you will not prepare a personal resume for this unit, you will be learning more about how to prepare one later on in another unit. But there are a couple of things you should know about the importance of bringing your personal resume with you for YOUR job interview.

What is a personal resume? Well, briefly, it is a listing of your job qualifications. It includes items such as your past work history, education, skills, and hobbies.

The best thing about providing your interviewer with YOUR resume is that he or she won't easily forget you. When an employer interviews 50 or more people for one job, the person who leaves a personal resume will be easy to remember. In this way, YOU will be a step ahead of your competition for the job.

Activity 4

Visit A Men's Clothing Store

Read this ENTIRE page before you do anything further!

YOU will want to look as well groomed as possible for your job interview. After all, your interviewer is looking at you and thinking, "Will this young man be a good representative for my business?"

YOU REPRESENT YOUR EMPLOYER AT ALL TIMES ON THE JOB. AND THROUGH YOUR PERSONAL JOB INTERVIEW, HE OR SHE MUST DECIDE WHETHER YOU WILL DO A GOOD JOB OR A POOR JOB OF REPRESENTING THE BUSINESS TO CUSTOMERS!

In this activity, YOU are going to get some professional advice as to current trends in mens clothing in business. Talk with your friends or your teacher and decide for yourself which mens clothing store YOU will visit for some professional advice.

While you are there, be sure and take some notes. When you return, YOU will write a description of an outfit that you found that would be suitable for your job interview – the same job you applied for in Activity 3. Your notes should include the following:

1. Price of each item of exterior clothing, including shirt, tie, pants, and socks. Include shoes if the store you select carries them.

2. Note the color of each article of clothing.

BEFORE you visit the men's store of your choice, ask your teacher for an official card of introduction. It looks something like the card on Page 13 of this booklet. Be sure the clerk assisting you signs it before you leave the store. ALSO, read everything on Page 13 before you visit the store of your choice.

OFFICIAL INTRODUCTION CARD

**This is to introduce . . . . . ,
a student at . . . . . , who will appreciate your professional advice in selecting an outfit appropriate for a job interview in business. Please sign your name below to show that this student has been assisted by you. THANK YOU FOR YOUR TIME AND HELP!**

_____

When you return from your visit to the men's clothing store, show this card to your teacher.

Next, turn to Page 8 in your *Student Working Papers* and write a description of the outfit YOU selected for YOUR job interview.

Finally, on the form provided on Page 9 of your *Student Working Papers,* list the price for each item of clothing you selected.

NOW YOU CAN ASK YOUR TEACHER FOR AN OFFICIAL INTRODUCTION CARD AND BEGIN THIS ACTIVITY.

Activity 5

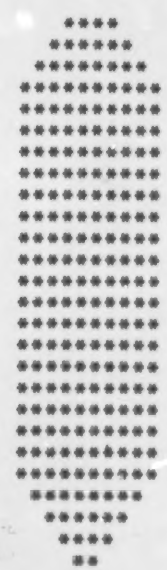
How Do You Tie A Tie?

YOU are going to learn how to tie a tie. If you already know how, all you have to do is demonstrate that fact to your teacher and you will have no further work to do for this activity.

If you DO NOT know how to tie a tie, it's about time you learned. It's much better to learn NOW rather than just before your job interview. You may be nervous enough without having to worry about how you are going to get that thing tied – or just going without it because you can't make it look nice.

> There is an old saying that a picture is worth a thousand words. In the case of learning to tie a tie, a demonstration is worth a thousand words!

Your teacher or a student in class will help you with this activity.



WHEN YOU ARE SATISFIED THAT YOU DO KNOW HOW TO TIE A TIE, DEMONSTRATE THAT FACT TO YOUR TEACHER.

NEXT, ASK YOUR TEACHER TO SIGN IN THE SPACE PROVIDED ON PAGE 10 OF YOUR *STUDENT WORKING PAPERS* AS PROOF THAT YOU HAVE LEARNED TO SATISFACTORILY TIE A TIE.

Activity 6

How's Your Handshake?

No matter how well groomed and prepared you are for your job interview, you may miss a chance at a job just because you have a poor handshake.

In this activity, you will demonstrate to your teacher that you know the meaning of a good handshake.

What is a good handshake? Well, it's certainly NOT a "limpy!" Your interviewer can tell a lot about you just by the energy you put into a handshake. It gives him or her a clue to your job potential.

If your interviewer receives a limp, lifeless, energyless, weak handshake from you, it appears that that is the kind of person you are – LIMP, LIFELESS, ENERGYLESS, AND WEAK!

Through a firm, strong handshake, you indicate to your interviewer that you will be an asset to his or her business.

Follow these steps in completing this activity:

Step 1: Shake hands with your teacher when you think you are ready to demonstrate a good handshake – the kind you would give your interviewer.

Step 2: Ask your teacher to sign in the space provided on Page 11 of your *Student Working Papers* to show that you have satisfactorily demonstrated a good handshake.

Step 3: Return to Page 17 of this booklet for further information.

Section 3
YOUR PERSONAL GROOMING

In order to get you thinking about your own personal grooming, ask your teacher for Slide/Tape Part 2 for Mens Grooming.

When you have finished the presentation, return to this page for further instructions.

Activity 7

Your Personal Grooming Survey

As you watched Slide/Tape Part 2, you probably thought about your own personal hygiene – how often you get a haircut, change your clothes, brush your teeth, and more.

For this activity, YOU will think a little more about YOUR personal hygiene by completing the Personal Grooming Survey on Pages 13, 14 and 15 of your *Student Working Papers.* Then you will score yourself on Page 16.

Please turn to that activity NOW.

Section 4
YOUR POST-TEST

Can YOU believe it! THIS is your FINAL section of this mens grooming unit!

YOU have learned a lot in this unit. Now you know for sure how to get prepared for your job interview. For example, you know you must do just as good a job preparing your job application as you do preparing *yourself* for your job interview! And in preparing yourself for your job interview, YOU know what must be done.

Remember
the pre-test
you took when
you began this
unit? Ask your
teacher for that
Pre-test Slide/Tape
again. Also, ask for
a piece of lined paper
on which you can write your
answers.

Get these materials NOW. But keep this *Student Manual* open for further instructions.

When you have the Pre-test Slide/Tape in front of you ready to view, turn to Page 20 in this *Student Manual*.

Follow these easy steps in completing your post-test. As you write your final answers, be sure you spell correctly and write complete sentences.

STEP 1: List each of the points of personal grooming covered in this unit, both in the media and working papers.

STEP 2: As you watch the Pre-test Slide/Tape again, using the list you wrote down for Step 1 of this post-test, write each point of personal grooming that must be improved before this young man has his job interview.

STEP 3: When you are sure you have mentioned all essential points of personal grooming, return the slide/tape presentation to your teacher.

STEP 4: Review your comments. Type or write them neatly in final form on a fresh piece of paper. Give your Post-test to your teacher. Ask if you should take the alternate Post-test.

STEP 5: GIVE YOURSELF A BIG PAT ON THE BACK!

STEP 6: TAKE A BIG, DEEP BREATH. MAKE A BIG SIGH.

STEP 7: Give your completed *Student Working Papers* to your teacher, along with your *Student Manual*.

STEP 8: SIT BACK AND RELAX FOR A BIT. YOU HAVE EARNED IT!

GROOMING FOR YOUR JOB INTERVIEW (MEN)

Teacher's Guide

Instructions and suggestions are included here for each activity assigned in this unit. You should feel free to alter these to fit your own classroom and students. For example, you may wish to include some of the suggested activities, while you may add others of your own.

When you start a student on this activity, he should have a copy of the *Student Manual* and the *Student Working Papers*. You may wish to assign students in pairs so that they can help each other as they work through the unit.

As a student begins this unit, he should be aware that he will be using audiovisual equipment. Let him know that he will be instructed in the unit when it is necessary to use this equipment.

Pre-test: Supplies – Pretest Slide/Tape, pen or pencil, scratch paper

The student is to evaluate the person being interviewed and list as many points for improvement needed as possible. It is unlikely that a student will discover *all* points listed below. The main purpose of the test is to get the student thinking about the relationship of grooming and the job.

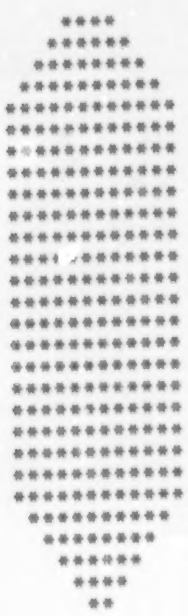
After completing the pre-test, the student is to bring his paper to you for checking. Then he is to continue the unit – unless you specify otherwise.

POSSIBLE ANSWERS TO THE PRE TEST:

1. Be clean shaven or be sure and neatly trim your beard or sideburns.
2. Don't smoke during your interview.
3. Don't slouch when standing or sitting.
4. Wear a smile which reflects your good attitude.
5. Wear appropriate clothing being careful to match combinations of color and scheme.
6. Use a good deodorant.
7. Use a good mouthwash and carry breath mints.
8. Be sure your shoes are clean and well polished.
9. Your hair should be clean and well cut.
10. If you are going to wear a hat, it should compliment your attire.
11. Use a good, firm handshake.
12. (Can you think of anything else?)

Activity 5

HOW DO YOU TIE A TIE?



_____ has demonstrated to me that he can satisfactorily tie a tie for his job interview.

_____
(Signature of Teacher)

Please turn to Page 15 of your *Student Manual*.

Activity 1: Supplies – pen or pencil

You may find it valuable to make up a list of local job descriptions which better fit your students than those listed in the *Student Manual*. Your students are directed to ask you for such a list.

Activity 2: Supplies – pen or pencil and scratch paper

Activity 3: Supplies – pen or pencil

You may wish to run off additional copies of this job application in the event that the student makes a mistake and needs another copy. Also, in case you want to personalize this unit to your own locale, you may want to obtain local job applications. These work great in mini interviews, where you invite local people from business and industry to interview your students (5 minutes each). I try and select interviews which fit the job chosen in this unit.

Activity 4: Supplies – official introduction card (which you will need to duplicate – try and use paper which denotes school colors) and a pen.

You may wish to duplicate some extra forms (like the one on Page 9 of the *Student Working Papers*) for the student to take with him to the clothing store. Also, role play with your students as to how they should approach the store clerk, what they are looking for, and how they should leave the store – thank the clerk, and so on. You may wish to prearrange the students' visit with local businessmen so that they fully understand the purpose of the visit. If you prefer, you could have the student shop for his clothing through catalogs, like the gals in women's grooming.

Activity 5: Supplies – some old ties with which students can practice learning to tie a tie. You may wish to refresh yourself on this process.

Activity 6: Supplies – your hand and the student's hand. Be sure your students understand what a good handshake is and why it is important to the success of the interview.

Activity 7: Supplies – pen or pencil

You may wish to take time to consult individually with your student upon completion of this activity. If you choose to develop a Guidance Sheet (see Appendix of *Strategy Manual*), you could include such instructions for this consultation there.

Post-test: The goal here is for the student to review all that has transpired in the unit and to recognize any points of grooming he may have missed in the Pre-test.

You may wish to give your students an alternate Post-test. If so, you may either choose from the ideas listed below or come up with something different.

1. Have your student write or type, in essay form, exactly what he would do to get ready for the job interview he identified in the unit.

2. Have your student come to school dressed as he would for the job selected in this unit. If this is too difficult, have him describe what he would wear that he presently has in his closet or a combination of what he already has with what he would have to purchase before his interview.

3. Have your student cut items out of a catalog appropriate for his job interview.

4. Make up an objective test covering the unit, including any items you may add.

NOTE: It is very helpful and meaningful to invite professionals to come to your class to discuss good grooming techniques for the job. Also, it is highly recommended that you develop a Guidance Sheet for this unit, tailored to what you wish the student to do. In this way, you can make it truly meaningful and interesting for your students. For example, if you purchased *slides* for this unit, you could take some similar slides of your own students in local surroundings and replace the CCUBE slides, thereby personalizing the instructional materials.

GRADING: The writer has purposely not suggested definitive styles of grading for this unit. However, you should set a minimum level of competency for your students to achieve. This will probably be rather subjective. Your minimum grade should reflect the student's ability to judge appropriate grooming standards for the job interview and the job selected in this unit.

TIME LINE: In its present form, the Mens Grooming Unit takes the average student 10 days to complete. This is equal to 10 50-minute periods of instruction, including at least one assembly day, in which the period is shortened.

Section 1
YOUR PRE-TEST

This is the place where YOU will do most of YOUR written work for this unit. Be sure YOU DO NOT WRITE in your *Student Manual.* Other students will be using it. YOU will write YOUR answers in this *Student Working Papers* booklet only.

As you were told in your *Student Manual,* you should have in your hands the Mens Grooming Pre-test Slide/Tape. If you do not, please ask your teacher for it NOW so that you can begin your Pre-test.

While you are watching the first set of slides, make some notes on scratch paper. You will be asked to list as many points as you can think of that should be improved before this person takes his job interview.

After watching the slides, review your notes. Using these notes, list as many points for improvement as you can think of. YOU will list these in your *best* handwriting on the next page of this booklet.

NOW, LET'S GET TO WORK! With pen or pencil in hand, begin watching the Slide/Tape of your Pretest.

ALSO, PLEASE TURN TO PAGE 2 ——————————

After you teacher has checked your work for this Section, please turn to Page 2 in your *Student Manual* for further instructions.

Section 2
GETTING READY FOR YOUR JOB INTERVIEW

Activity 1

CHOOSING A JOB FOR YOU

In the space provided on this page and the next, use your best handwriting and copy the job description for the two entry-level jobs you would MOST like to apply for. You will find these descriptions on Pages 6, 7, and 8 of your *Student Manual*. Your teacher may have some more jobs you can choose from. Be sure and ask before you begin this activity.

JOB TITLE NO. 1: _____

DESCRIPTION: _____

PLEASE TURN THE PAGE

JOB TITLE NO. 2: _____

DESCRIPTION: _____

NOW, please turn to Page 9 in your *Student Manual* for further instructions.

Activity 2

ON-THE-JOB GROOMING POLICIES

In the space provided below, follow the steps on Page 9 of your *Student Manual*.

You may wish to make a rough draft of your thoughts ***before*** entering them here. Be sure you spell correctly and write complete sentences.

JOB TITLE: _____

ACCEPTABLE GROOMING FOR THIS JOB: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

NOW, please turn to Page 10 in your *Student Manual* for further instructions.

EMPLOYMENT APPLICATION

GA 232 (5-74)

DISCRIMINATION BECAUSE OF RACE, COLOR, RELIGION, SEX, AGE OR NATIONAL ORIGIN IS PROHIBITED. YOU MAY NOTIFY THE GOVERNMENTAL AGENCIES REFERRED TO ON THE BULLETIN BOARD OF THIS EMPLOYMENT OFFICE IF YOU BELIEVE YOU HAVE BEEN DISCRIMINATED AGAINST.

PACIFIC TELEPHONE
AN EQUAL OPPORTUNITY EMPLOYER

PERSONAL DATA — PLEASE PRINT

SAMPLE

Date _____ City _____

Last Name _____ First _____ Middle _____ Social Security Number _____ Date of Birth _____

*The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 65 years of age.

Residence Address: _____ (Number and Street) _____ (City) _____ (State) _____ (Apt. #) _____ (Zip Code) _____ (Telephone or Can Be Reached No.)

EDUCATION & TRAINING

	NAME OF SCHOOL	CITY AND STATE	MAJOR SUBJECTS STUDIED	Dates Attended From Mo. Yr.	To Mo. Yr.	Year Completed / Units Completed	Qtr.	Sem
High School								
Jr. College							☐	☐
College							☐	☐
Other							☐	☐

Degree Received _____ Name under which attended school, if different _____

EMPLOYMENT HISTORY

List most recent employer first. Include any Telephone Companies. List permanent, part-time and summer jobs.

Are you presently employed? Yes ☐ No ☐

Company	Description of Job Duties	Date Employed Mo. Year	Date Left Mo. Year	Salary	# Hours Per Week
Name _____ Street Address _____ City _____ State _____ Zip _____ Tel. No. _____ Reason for leaving _____					
Name _____ Street Address _____ City _____ State _____ Zip _____ Tel. No. _____ Reason for leaving _____					
Name _____ Street Address _____ City _____ State _____ Zip _____ Tel. No. _____ Reason for leaving _____					

Name under which employed if different _____

89

PLEASE FILL OUT REVERSE SIDE OF FORM

90

EMPLOYMENT HISTORY (CONT.)

Company	Description of Job Duties	Date Employed Mo. Year	Date Left Mo Year	Salary	# Hours Per Week
Name					
Street Address					

City _____ State _____ Zip _____ Tel. No. _____ Name under which employed if different _____

Reason for leaving _____

Name	Tel. No.				
Street Address					

City _____ State _____ Zip _____ Name under which employed if different _____

Reason for leaving _____

Name					
Street Address					

City _____ State _____ Zip _____ Tel. No. _____ Name under which employed if different _____

Reason for leaving _____

MILITARY RECORD – UNITED STATES ARMED FORCES

Have you ever served in the U. S. Military? Yes ☐ No ☐

Entered Mo. – Yr.	Discharged Mo. – Yr.	Branch of Service	Description of Duties	Special Training	Type of Discharge

Were you released from active duty within the past 48 months? Yes ☐ No ☐

Are you entitled to disability compensation under the laws administered by the U.S. Veterans' Administration for a disability rated at 30% or more?* Yes ☐ No ☐

Were you discharged or released from active duty in the military service of the United States because of a disability incurred or aggravated in the line of duty? * Yes ☐ No ☐

*Regulations of the U.S. Department of Labor require certain government contractors to report on the hiring of disabled veterans and veterans of the Vietnam era.

CONVICTION RECORD

Have you ever been convicted of any violation of the Law? (Exclude Traffic Violations) Yes ☐ No ☐ If "yes," give details of each conviction in this section below.

OFFENSE	DATE	CITY AND STATE	DISPOSITION

THE TELEPHONE COMPANY HAS AN OBLIGATION TO ITS CUSTOMERS TO EMPLOY PEOPLE WHO WILL MAINTAIN THE SECURITY OF ITS SERVICE AND MAINTAIN PUBLIC CONFIDENCE. TO ACHIEVE THESE OBJECTIVES THE COMPANY MAY CONDUCT INVESTIGATIONS ON INFORMATION LISTED ON ALL APPLICATION FORMS, I.E., THIS FORM AND ANY OTHER FORMS YOU COMPLETE DURING THE EMPLOYMENT PROCESS. BY SIGNING THIS APPLICATION YOU AUTHORIZE THE COMPANY TO MAKE THESE INVESTIGATIONS AND YOU INDICATE YOUR AWARENESS THAT FALSE STATEMENTS OR FAILURES TO DISCLOSE INFORMATION ON ANY OF THE FORMS YOU COMPLETE DURING THE EMPLOYMENT PROCESS MAY BE SUFFICIENT TO DISQUALIFY YOU FOR EMPLOYMENT, OR IF EMPLOYED, MAY RESULT IN YOUR DISMISSAL.

Signed _____

91

Activity 4

VISIT A MEN'S CLOTHING STORE

Write a description of the outfit YOU selected for your job interview below. Use correct spelling and your best handwriting.

This is the form you will use as you list each item you "purchased" for this activity. Your teacher will explain how to figure sales tax on your total "purchase."

ITEM	PRICE

Subtotal _____

Sales Tax _____

Total Purchase _____

Please turn to Page 14 in your *Student Manual* for further instruction.

Activity 6

HOW'S YOUR HANDSHAKE?

_____ has demonstrated to me that he knows the meaning of a good handshake.

_____

(Signature of Teacher)

Please turn to Page 17 in your *Student Manual*.

Section 3
YOUR PERSONAL GROOMING

Activity 7

YOUR PERSONAL GROOMING SURVEY

No one but YOU and YOUR teacher will see this personal survey. So you can be completely honest with yourself.

When you have completed this activity, you will be aware of some of YOUR personal points of grooming that could use some improvement before YOUR job interview.

REMEMBER – BE HONEST!

Put an X in the column that best describes YOU.

	Almost Always	Sometimes	Not as Often as I Should
1. Do you bathe at least once a day?			
2. Are you careful to use an effective deodorant, including powder for your feet (especially when you wear tennis shoes a lot)?			
3. Do you wash your hair regularly so that it doesn't look too oily?			
4. Do you brush your teeth twice a day?			
5. Do you keep your fingernails carefully trimmed?			

	Almost Always	Sometimes	Not as Often as I Should
6. Are you careful to change underclothing every day, as well as your exterior clothing?	_____	_____	_____
7. Do you shave as needed?	_____	_____	_____
8. Do you use a shampoo that keeps your hair free of dandruff?	_____	_____	_____
9. Are you careful to use a mouthwash before you leave the house each morning?	_____	_____	_____
10. Do you carry a pack of breath mints with you to school and/or the job?	_____	_____	_____
11. Do you have regular dental checkups – at least once a year?	_____	_____	_____
12. Do you have your hair cut regularly so that it looks neat and well groomed?	_____	_____	_____
13. When you bathe, are you careful to scrub those stubborn places, such as ears, elbows, and heels?	_____	_____	_____
14. Do you have your sweaters and coats washed or cleaned regularly to keep them free of body odor?	_____	_____	_____
15. Do you keep your shoes bright and clean with polish or a good cleaning agent?	_____	_____	_____
16. Do you get plenty of sleep each night – at least eight hours?	_____	_____	_____

PLEASE TURN THE PAGE ----------

	Almost Always	Sometimes	Not as Often as I Should
17. Do you watch your weight so that it stays within doctor's recommended limits?	_____	_____	_____
18. Do you diet when necessary?	_____	_____	_____
19. Do you eat a balanced diet at least five days a week?	_____	_____	
20. Do you exercise regularly – at least four days a week?	_____	_____	_____

Now that you have completed your personal survey, follow this self-rating formula to score yourself.

ALLOW YOURSELF *5 POINTS* FOR EACH X MARKED IN THE "ALMOST ALWAYS" COLUMN.

ALLOW YOURSELF *3 POINTS* FOR EACH X MARKED IN THE "SOMETIMES" COLUMN.

ALLOW YOURSELF *1 POINT* FOR EACH X MARKED IN THE "NOT AS OFTEN AS I SHOULD" COLUMN.

PLEASE TURN THE PAGE----------

If you scored from 95 to 100, GIVE YOURSELF A BIG PAT ON THE BACK!

If you scored from 94 to 90, DON'T GIVE YOURSELF A PAT ON THE BACK!

If you scored from 84 to 89, BETTER TAKE A GOOD, CLOSE LOOK AT THOSE AREAS OF THE SURVEY THAT CAUSED YOUR SCORE TO BE SO LOW!

REMEMBER

DON'T
BE
A
DO-IT-TOMORROWER!

Begin RIGHT THIS MINUTE thinking of ways in which YOU will improve YOUR personal grooming. Then, when the time comes for YOUR job interview, YOU will be ready to accept when your boss says, *"YOU'RE HIRED!"*

NOW, please turn to Page 19 of your *Student Manual* for further instructions.